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ABSTRACT

In the Quinmester course "The Modern Face of Love" the nature and kinds of love are examined. A wide range of viewpoints touching on the force and morality of love are considered through various genre. Readings include "The Diary of a Young Girl," "Ethan Frome," "Love Story," "Sons and Lovers," and "A Burnt Out Case." Subject matter includes: the definition of love; kinds of love; love as a universal theme; classic love situations; love as a motivating force in life; the effects of love; and love as the answer to all problems. (Author/CL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

CS 000 007

THE MODERN FACE OF LOVE

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ENGLISH

DIVISION OF INSTRUCTION • 1971

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English

Written by Carol W. Brown
and
Barbara J. Chappelle
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

COURSE TITLE: THE MODERN FACE OF LOVE

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COURSE DESCRIPTION: An examination of the nature and kinds of love. A wide range of viewpoints touching on the force and morality of love are considered through various genre. Readings include The Diary of a Young Girl, Ethan Frome, Love Story, Sons and Lovers, A Burnt Out Case.

I. PERFORMANCE OBJECTIVES

A. After having read selected works, students will identify certain aspects of love.

B. Given selected works, students will describe the many qualities of those who love.

C. After having read selected works, students will analyze the concept of love as presented in each selection.

D. Given certain views of love, students will justify their own interpretation of love.

E. Given a particular work, students will suggest the impact of love on certain characters and their actions.

F. Given selected works, students will analyze the motives behind professed love of certain characters in those works.

G. Given several works, the students will differentiate between lust and love.

H. Given specific works, students will relate them to their everyday experience.

I. Given selected works, students will distinguish between the various authors' treatments of the same kind of love.

J. Given certain traditions connected with love, students will relate them to the present.

K. Given closely related works, students will contrast a given aspect of love.

L. After exposure to community resource persons, students will apply this experience to their readings.

M. Given several works dealing with love, students will propose reasons for the authors' intentions in the inclusion of love.

N. Having been exposed to love portrayed via the various media, students will discuss critically the idea that love is a panacea.

O. Given selected works, students will propose reasons why love is a legitimate source of inspiration in the creation of these works.

P. After having read selected works, students will propose reasons for the characters' actions.

II. COURSE CONTENT

A. Rationale

Since students are highly sensitive and conscious of love, they are probably unaware that others before them have experienced this feeling. Although each generation is certain that it should be credited with the discovery of love, students of The Modern Face of Love will be presented with works of literature that reveal that love is as old as mankind. Through many genre, ancient and modern, students will discover various concepts of love and the motives behind these concepts. They will become aware of love as a writer's tool as well as theme, thus heightening their own critical judgment and increasing their understanding of the concept of love.

It is recommended that the approach to the course of study be inductive since a didactic approach might put a damper on the natural enthusiasm of students for this subject.

B. Range of subject matter

1. Definition of love

a. From students' point of view
b. From authorities on the subject

2. Kinds of love

a. Man-God
b. Man-woman
c. Man-fellow man

3. Love as a universal theme

a. The ancients
b. Biblical literature
c. Modern literature

4. Classic love situations

a. Star-crossed love
b. Unrequited love
c. The eternal triangle

5. Love as a motivating force in life

a. Inspiration
b. Exploitation
c. Devastation

6. The effects of love

a. Ecstasy
b. Catastrophe

Love as the answer to all problems

a. Moral
b. Social
c. Spiritual
d. Economic
e. Political

III. LEARNING ACTIVITIES

A. After reading selected works, students will identify certain aspects of love.

1. After reading selected tales from Chaucer's Canterbury Tales (Lumiansky translation: "The Knight's Tale," "The Wife of Bath's Tale," "The Miller's Tale"), write an original tale using one of these themes: love of man for God, man for woman, or man for man.

2. List all the things that you think are worthy of praise in nature--things that affect you and make you aware of beauty in the world; then read Sotho's "Song of Praise to the Creator," Hopkins' "God's Grandeur," and Psalm 8 and Psalm 24.

3. After paraphrasing parts of John Donne's "Meditation XVII," explain your views concerning man's dependency on his fellow man as well as on his God.

4. Read Tagore's "Hymn of Love to God" and describe your feelings as you read the poem stanza by stanza.

5. Listen to selections from a rock opera such as Jesus Christ Superstar and explain the scenes as they appear with reference to aspects of love as they are presented in these scenes.

6. Have you ever heard of the word narcissistic? What do you think about self-love? Can it be constructive? Destructive? After writing your ideas on the value of self-love read the myth which tells of Narcissus from whose name narcissistic was derived.

7. In a well-written paragraph describe a person you know or have heard about who is narcissistic. What do you predict for that person's future?

8. Students will divide into groups, choose an aspect of love, and assemble a collage from pictures and slogans clipped from publications to display their particular aspect of love.

9. Students will decide upon an aspect of love and works that represent their choice; from these works students will construct a crossword puzzle.

10. After reading Steinbecks's Grapes of Wrath, identify the many kinds of love contained in the novel.

11. Select what you feel is the greatest manifestation of love presented in Grapes of Wrath, explaining your choice in a well-organized essay.

12. Allegiance or fealty is a bond of love between men or to ideals. Compare allegiance as it is presented in "Sir Gawain and the Green Knight," T. H. White's The Once and Future King, Roper's More (see Sylvester), and Brecht's Galileo.

13. Choose your position on the topic "Is Self Sacrifice the Highest Form of Love?" Defend your position in a well-written paragraph. (See Activity 5.)

14. After reading the story of "Pyramus and Thisbe," contrast the theme and aspect of love presented with those of Romeo and Juliet and/or West Side Story. What qualities of love do the characters possess?

B. Given selected works, students will describe the many qualities of those who love.

1. After reading the "Parable of the Good Samaritan," write an original skit depicting the theme to present to the class.

2. After discussing the pros and cons of total openness in a love relationship, compare Yeats' "Never Tell All the Heart" with Blake's "Never Seek to Tell Thy Love."

3. In a reaction paper judge the views of Yeats and Blake as presented in Activity 2.

4. Discern the part that pride plays in a love affair, defending your view in a class discussion; then read a selection from Jane Austen's Pride and Prejudice.

5. After listening to recordings of "Barbara Allan," "Get Up and Bar the Door," "Lord Randal," and "Sir Patrick Spens," identify the characteristics and subject matter of ballads.

6. Pick a theme and write an original ballad to present to the class.

7. After reading the myths of "Orpheus and Eurydice," "Psyche and Eros," and "Pygmalion and Galatea," identify the qualities of each love.

8. After discussing the myths of Activity 7 and reacting to the question "Is love wholly and unequivocally the answer to all of man's problems?" justify your answer in writing using these myths as a basis.

C. After having read selected works, students will analyze the concept of love as presented in each selection.

1. After reading selected poems from Countee Cullen's On These I Stand ("The Love Tree," "Love's Way," "Yet Do I Marvel," "If You Should Go," "Variation on a Theme," "Nothing Endures"), describe the various moods these poems illustrate.

2. Describe the feelings of a person in love. Who comes first when you are in love?

3. Compare the feelings voiced by the authors of the following works: Burns' "My Luv Is Like a Red, Red Rose," Yeats' "He Wishes for the Clothes of Heaven," Byron's "She Walks in Beauty," Shakespeare's "Sonnet 18," Elizabeth Barrett Browning's "Sonnet 43."

4. Choose one of Shakespeare's sonnets (18, 29, 73, 116) to paraphrase.

5. After reading parts of The Man of La Mancha and listening to the recording, differentiate between the forms of love presented. What do you think is the highest form of love?

6. After reading Shakespeare's sonnets 29 and 73, compare them, noting especially the central theme of these two sonnets.

D. Given certain views of love, students will justify their own interpretation of love.

1. Do you believe in love at first sight? First hearing? First touch? State in writing what you believe and why you feel this way.

2. Write a haiku expressing your ideas on a love triangle.

3. Write a short story depicting a love triangle.

4. Write a composition on the topic "Love Is a Many Splendored Thing."

5. List the recordings that best express your view of love and tape them for a class presentation.

6. Record in a notebook your observations of a love relationship as you have watched it develop.

7. What is involved in friendship? What makes a solid friendship and what can threaten it? After reading Aristotle's observations on friendship, identify the aspects he cites in The Chosen and in the Biblical story of Ruth and Naomi. (See also Objective F, Activity 5; Objective K, Activity 3.)

8. Identify the elements of friendship in the Huck-Jim relationship in Twain's Huckleberry Finn.

9. After paraphrasing I Corinthians 13 from the New Testament, contrast the author's view with your own.

E. Given a particular work, students will suggest the impact of love on certain characters and their actions.

1. After reviewing your concepts of love, especially love between a man and a woman, read D. H. Lawrence's The Virgin and the Gypsy.

2. In a well-organized essay explain whether or not the virgin finds the love for which she is searching. (See Activity 1)

3. What effect can love have on one who is uncertain of his love? Read Suckling's "Why So Pale and Wan."

4. What do you think of the love culture today? Do you think that love is the answer to today's problems? After describing your ideas in a well-written paragraph, read E. M. Forster's essay, "Tolerance."

5. Write a letter to someone you love deeply, pretending that you will be separated from him (or her) for a period of time.

6. Compare the sentiments expressed in your letter (Activity 4) with those expressed by John Donne in his "A Valediction: Forbidding Mourning."

7. After reading Sinclair Lewis' Main Street, choose two aspects of love contained in the novel and report your findings to the class.

8. Identify the actions of the characters involved in the love aspects chosen above (Activity 7); are the actions consistent with the characters?

9. If someone you loved were murdered, would you seek revenge by trying to kill the murderer yourself or would you let justice take its course? Decide upon your point of view, defending it in a discussion. (A small group could listen to a recording of Richard Burton's rendition of Hamlet and report to the class how Hamlet handles the problem.)

10. After listening to a recording of Camelot and reading parts of The Once and Future King, students will select an aspect of love (allegiance, friendship, the eternal triangle) to present as a skit. (Refer to the idea of unchanging love under Objective I, Activity 1.)

11. A small group of students will distinguish between the many kinds of love and its effects as presented in Robert Burton's Anatomy of Melancholy, analyzing the causes, symptoms and cures of love melancholy, jealousy, and religious melancholy.

F. Given selected works, students will anaylze the motives behind the professed love of certain characters in those works.

1. After reading "Carmen," explain Don Jose's love for Carmen and the reasons for his actions.

2. The rendezvous plays an important part in a love affair. Cite as many examples of rendezvous scenes from movies as you can in five minutes; then read Browning's "Meeting at Night."

3. After reading Lilies of the Field, discern the characters' motives and actions. What is the aspect of love shown? Can you think of a situation that can compare with this one? Is the story unique?

4. After reading Butterflies Are Free, decide why the mother has created such a bond between herself and her son.

5. Compare friendship as presented in A Separate Peace and The Chosen. (Recall Objective D, Activity 7; Objective K, Activity 3.)

6. After reading "To the Virgins to Make Much of Time" and "To His Coy Mistress," compare the masculine rationale behind the proposals. Are the young women really going to find love if they follow these proposals?

7. After reading King Lear, differentiate between Cordelia's love for her father and her sisters' love for Lear.

8. Discern how appearances can be deceiving and how man often listens to the words of others instead of heeding their actions. (Refer to Activity 7.)

G. Given several works, the students will differentiate between lust and love.

1. Given an example of situations involving love relationships, state your position regarding love without sex and sex without love in a romantic relationship. Is morality involved? Is it important?

2. Listen to a lecture by a community resource person--priest, rabbi, psychologist, counselor--on modern day morality.

3. After reading the story of "Susannah and the Elders" from the Old Testament, evaluate Susannah's love for her husband.

4. Compare Susannah's love for her husband and that of the elders for Susannah; what is the basic difference?

5. After finding the various love relationships in "The Miller's Tale," select those relationships which seem lustful and those which seem loving; discuss the reasons for your choices.

6. After reading Henry Fielding's Tom Jones (or viewing the movie, if available), contrast the type of love Tom has for Molly Seagram and Mrs. Waters with his love for Sophia Weston.

7. After reading Cat on a Hot Tin Roof, identify Maggie's motives and the reasons she cannot get along with her husband.

8. After reading parts of Samuel Richardson's Pamela, compare it with Henry Fielding's parody, Shamela. What are the virtues of the title characters? Vices? What does the name Shamela suggest?

9. Isolate one of the virtues that is held in high regard today or one of the vices that is disdained, presenting your choice in a parody.

10. Decide upon the value of the proposal made in John Donne's "The Flea." (Recall Objective F, Activity 6.)

H. Given specific works, students will relate them to their everyday experiences.

1. What is a goddess? What qualities should a goddess possess? Should mortals be idolized as gods and goddesses? What are the dangers involved when mortals are idolized? Read the story of Aphrodite, the goddess of love. How do her escapades compare with those of mankind today?

2. List some mortals that Americans have idolized almost as gods. Do they measure up to the standards set by Aphrodite? (See Activity 1.)

3. State your views on the idea "Women are cruel; once the challenge is gone in a romantic relationship, so is the love."

4. What is the importance of looks in a love relationship? Write a composition explaining your position and afterwards discuss your views with the class.

5. After reading "Love Is a Fallacy" write a composition on an experience you have had or have heard about that has backfired.

6. What happens to anger if you keep brooding on it? If you are angry with a good friend, how do you handle it? If you are angry with an enemy? After a class discussion, read William Blake's "A Poison Tree."

7. Boys are to list the characteristics of a flirt and read their views aloud to the class. Girls should react, explaining their views on whether flirts are found only in the female sex.

8. Decide whether both sexes are flirts, reading afterward "The Coquette's Heart" from Addison and Steele and John Donne's "A Woman's Constancy."

9. Small groups in the class are to select and then read one of the following stories taken from the Bible: Solomon and Sheba, David and Bathsheba, Esther, Adam and Eve.

10. Each student will choose the qualities that he admires in the characters portrayed in the particular Bibical selection (Activity 9), listing these qualities on a sheet of paper.

11. Pick any one of the qualities listed in Activity 10, trying to apply it to someone in your group; discuss the student-compiled list after all groups have concluded.

12. After reading the novel, <u>To Sir, with Love</u>, compare the situations presented in the novel with those that are actually present in today's classroom. Is the novel realistic? Could you think of any teachers whom you could compare with Sir?

13. Choose some qualities teachers possess that resemble the ones Sir possesses, discussing as you do so the students' actions. Are these kinds of students present in the everyday classroom? Can a teacher use the same techniques used in the novel in the classroom today? Why or why not?

I. Given selected works, students will distinguish between various authors' treatments of the same kind of love.

1. Compare the idea of faithfulness as presented in The Once and Future King, Ethan Frome, and Shakespeare's "Sonnet 116." (See Objective E, Activity 9.)

2. Compare the qualities of a perfect wife as proposed by Proverbs, the Wife of Bath in her "Prologue," and Shakespeare in his Taming of the Shrew.

3. After reading Rostand's Cyrano de Bergerac, Hopkins' "Pied Beauty," and Hugo's The Hunchback of Notre Dame, compare your views on the importance of looks in a love relationship (Objective H, Activity 4) with the authors' treatment of the importance of looks.

4. After reading "A Tree, a Rock, a Cloud" and "Marriage for One," compare the situations, focusing your attention on the authors' presentations of the reasons for the failure of marriage.

5. Often in literature an author uses light to symbolize love. Can you think of anything you have read in which this is so? After reading "The Unlighted Lamp," decide upon the importance of light imagery in the story.

J. Given certain traditions connected with love, students will relate them to the present day.

1. Certain customs and modes of behavior have developed over the years as a means of getting along more comfortably with one's fellow man; although some rules are out-moded, the idea behind etiquette is still alive. What qualities does a gentleman possess? List five qualities of a gentleman, discussing afterward your selections; then read Newman's essay, "The Gentleman."

2. After class discussion, list the qualities of an ideal wife (boys), the qualities of an ideal husband (girls).

3. After reading "The Ballad of Lord Thomas and Fair Ellinor," discuss marriage for security as well as the effects of an eternal triangle on a marriage.

4. Reproduce the ballad (Activity 3) in the form of a skit.

5. Read the Song of Songs, paraphrasing portions of the literature.

6. In the early history of man, who do you think was the aggressor--Adam or Eve? Read Mark Twain's Eve's Diary. (Note that Adam's closing remarks are Twain's tribute to his wife.)

7. After thorough research, describe the customs behind betrothal and the wedding ceremony.

8. Write scenes from Romeo and Juliet in today's vocabulary to present to the class.

9. Compare your version of scenes from Romeo and Juliet (Activity 8) with Shakespeare's. Which appeals to you more? Why?

10. Compare your findings (Activity 2) with Proverbs, Chapter 31—"The Ideal Wife."

11. Compare marriage customs of Biblical times with those of today. (See Activities 5 and 7)

12. Decide what is the attitude toward morality now and in the past; then read The Scarlet Letter.

K. Given closely related works, students will contrast specified aspects of love.

1. After reading the story of Ruth and Naomi in the Book of Ruth, discuss "Greater love hath no man than he who lays down his life for a friend." (Recall Objective A, Activity 13.)

2. Restate the famous words of Ruth beginning "Whither thou goest, I will go." (Book of Ruth in the Bible.)

3. Explain in writing a beautiful friendship you may have been privileged to have had. Was this friendship wholly unselfish? Is there a comparison between Ruth and Naomi, Danny and Rueven (The Chosen), or Phineas and Gene (A Separate Peace)?

4. After reading Teague's "Letters to a Black Boy" and Yeats' "Prayer for My Daughter," compare the love of these fathers for their children.

5. Compare George and Lenny's friendship in Of Mice and Men with that of Danny and Rueven in The Chosen.

6. To see differences in love relationships and parental attitudes toward them compare Mr. and Mrs. Bo-Jo Jones with Love Story.

7. After reading "The Gift of the Magi" and "The Birthday Party," contrast the love of the young couple with that of the older in a composition; speculate if the young couple would grow apart as the older couple in "A Birthday Party".

8. Compare fully the love relationships in Ethan Frome with those contained in The Birds by Vessas.

L. After exposure to community resource persons, students will apply this experience to their readings.

1. Listen to a panel discussion with community leaders in charge--rabbi, priest, minister--presenting their views of love and the place of love in their respective religions.

2. Record the findings of interviews with five people of your choice in the school or community. Ask them for the first five examples of love that come to mind; present your findings to the class.

3. Listen to the views of a lecturer from a local university on the ethics of love.

4. Listen to a local advice columnist explain the most sensitive areas to work with in human relationships.

5. Choose a popular advice columnist (Dear Abby, Ann Landers, Dorothy Ricker, Eleanor Hart) to role-play in a classroom situation.

M. Given several works dealing with love, students will propose reasons for the authors' intentions in their inclusion of love.

1. Some authors through their writings are able to communicate the warmth of a character to a degree that the reader himself develops a strong feeling towards the character. After reading Willa Cather's "Neighbor Rosicky," explain your feelings towards this man.

2. Love--or the absence of love--has been used by some authors to show the meaningless void that people of today's society may inhabit. Read carefully T. S. Eliot's "The Love Song of J. Alfred Prufrock," examining and explaining the title. ("The Hollow Men" could supplement this reading as could an individual report on the section on love in Krutch's The Modern Temper.)

3. After reading poems by Rod McKuen and listening to some of his recordings ("Each of Us Alone," "I'll Catch the Sun," "The Lonely Things," "Stanyan Street," "A Kind of Loving"), discuss the poems, suggesting the author's purpose.

4. Throughout history there has been a critical debate over what borders on the artistic and what borders on the pornographic. In a well-constructed essay distinguish between the two, being careful to defend your views.

5. What do you think is the reason for the inclusion of love in the novels by Ian Fleming or Jacqueline Susann? Decide upon your views, explaining them in a well-organized paragraph.

N. Having been exposed to love portrayed via the various media, students will discuss critically the idea that love is a panacea.

1. Assemble a scrapbook depicting love as a salespitch; include lines and cliches, commercials and advertisements.

2. After listening to and reading along with the recording of Arnold's "Dover Beach," discuss critically the idea that love is the cure for all problems.

3. Define love by: looking at television soap operas
listening to the top twenty record hits
observing the behavior of close friends and their loves
reading magazines like Playboy, Esquire, Good Housekeeping, True Story, as well as scandal sheets, advice to the lovelorn, The Daily Planet.

4. What do you think the media would have you believe is necessary in order to find love? Compare your ideas to the place of love in history as described by Denis de Rougemont in his Love in the Western World.

5. Decide why there is such a great emphasis on love today as opposed to past history, writing your ideas in a well-organized essay.

6. After exposure to love through the various media, compare your personal ideas with those presented in a well-organized essay (or contrast them in a parody).

O. Given selected works, students will propose reasons why love is a legitimate source of inspiration in the creation of these works.

1. Cite the various ways artists express themselves, explaining what you think are the reasons behind their choices. Why do some choose words, others music, others paint?

2. Explain what makes an artist feel the need to express himself.

3. Listen to Simon and Garfunkle's "Song for the Asking," analyzing it and telling why they chose this simple song as an explanation of their art rather than a complex melody. (Recall also McKuen's "A Kind of Loving.")

4. Write a scene based upon one segment of The Barretts of Wimpole Street to present as a skit.

5. How important a part can letters play in a love relationship? What makes a letter a love letter? After reading selected loveletters--Byron's, the Brownings', Phyllis McGinley's--write your answers to these questions.

6. George Gershwin created a beautiful, well-known story of Porgy and Bess. After reading parts of this musical, present a skit based on this story, using some of the music.

7. In the nineteenth century, a century in which love as a means to an end somehow became love as an end in itself, George Meredith wrote his "Modern Love" which showed his doubts about love. Decide upon your views about love as a negative source of inspiration, defending them in a well-written paragraph.

P. After having read selected works, students will propose reasons for the characters' actions.

1. Write a skit based on the Book of Ruth, showing why Ruth sacrifices her life for another.

2. Is jealousy a part of love? What is the nature of jealousy? Its effects? Read Blake's "My Pretty Rose-Tree" and Shakespeare's Othello.

3. In a well-written paragraph describe a situation or an experience that you know destroyed a relationship because of jealousy.

4. Contrast Robert Browning's love for Elizabeth with the Duke's love for the Duchess in "My Last Duchess."

5. After half of the class has read Madame Bovary and the other half has read Anna Karenina, identify the motives of the women in each story and the effects on each of their respective affairs.

IV. STUDENT RESOURCES

A. State-adopted textbooks

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V. TEACHER RESOURCES

A. Films

1. County

Cyrano de Bergerac. 10 min. B&W. 1-04550.
The Dot and the Line: A Romance in Higher Mathematics. 4 min. 1-05820.
How Much Affection. 20 min. B&W. 1-10091.
It Takes All Kinds. 20 min. B&W. 1-10092.
Jane Eyre. 40 min. B&W. 1-40050.
Les Miserables. 42 min. B&W. 1-00563.
Making Friends. 11 min. B&W. 1-00266.
Marriage Today. 24 min. B&W. 1-10093.
My Brother. 30 min. B&W. 1-30028.
Shaw's Pygmalion. 18 min. B&W. 1-11831.

2. BBC-TV (630 Fifth Avenue, New York, N. Y. 10022)
Volpone. 30 min. B&W.

3. Ideal Pictures (55 N. W. 13 St., Miami, Florida)
Luv. 95 min. Color.

4. Indiana University (Field Services, Indiana University, Audio-Visual Center, Bloomington, Indiana 47401)

Being in Love. 30 min. B&W
Christianity - Part I. 30 min. B&W
Cultural Patterns of Marital Sanctions. 30 min. B&W
Engagement, Romance, and Reality. 15 min. Color.

How Do You Know It's Love? 14 min. Color
How Do I Love Thee? 25 min. Color
Is This Love? 15 min. B&W
Morality. 29 min. B&W
Where Love Is God Is. 33 min B&W

5. Time-Life Films. (Time & Life Building, Rockefeller Center, New York, N. Y. 10020.)

Horseman, Pass By: The Life and Work of W. B. Yeats. 59 min. B&W.
The Lean and Foolish Knight: Don Quixote de la Mancha. 30 min. B&W
Shaw and Women. 45 min. B&W

6. Twyman Films (329 Salem Avenue, Dayton, Ohio, 45401)

Intermezzo: A Love Story. 73 min. B&W
Raisin in the Sun. 128 min. B&W
Splendor in the Grass. 120 min. B&W

7. Universal Films, Inc. (distributed by McGraw-Hill 330 W. 42 St., New York, N.Y. 10036)

For Whom the Bell Tolls. 90 min. B&W

B. Filmstrip

Poems of Love; Poems of War. Educational Dimensions. Two full color sound filmstrips. 15 min each

C. Records

Donne, John. Sermons of John Donne. Caedmon. 1 12 in 33 1/3 RPM. Read by Herbert Marshall

Durrell, Lawrence. The Love Poems of Lawrence Durrell. 1 12 in. 33 1/3 rpm.

Gershwin, George. Porgy and Bess. Original Sound Tract Recording (Samuel Goldwyn Production). 1 12 in., 33 1/3 rpm.

Jones, Tom. The Fantasticks. Lore Noto Production. MGM. 1 12 in. 33 1/3 rpm.

Keats, John. The Poetry of Keats. Caedmon. 1 12 in. 33 1/3 rpm Read by Sir Ralph Richardson.

McKuen, Rod. Each of Us Alone. Warner Brothers. 1 12 in. 33 1/3 rpm.

_____. The Lonely Things. RCA. 1 12 in., 33 1/3 rpm

_____. The Sea. Warner Brothers. 1 12 in., 33 1/3 rpm.

Marre, Albert and Wasserman, Don. Man of La Mancha. Kapp. 1 12 in., 33 1/3 rpm.

Ragni, Gerome and Rado, James. Hair. RCA. 1 12 in., 33 1/3 rpm

Segal, Erich. Love Story. Paramount Records. 1 12 in 33 1/3 rpm

Shakespeare, William. Romeo and Juliet. Capitol. Franco Zeffirelli Production). 1 12 in., 33 1/3 rpm.

Shakespeare, William, Hamlet. Columbia. Original Broadway Cast--John Gielgud's Production. 1964. 4 12 in. 33 1/3 rpm

Simon and Garfunkel. Bridge Over Troubled Water. Columbia. 1 12 in., 33 1/3 rpm

The Song of Songs & Other Love Poems. Poetry Records. 1 12 in., 33 1/3 rpm. Read by David Allen

APPENDIX

There is such a wealth of material found in art and music for the teacher to draw upon. The list that follows is not representative but is intended only as a guide. Dade County also has a number of resource persons eager to give of their time and talents. One need only to contact these persons at galleries, playhouses, opera and music societies to arrange a suitable time and place for their visits to your classes.

Music:

In music there are the famous personal romances of the musicians as well as their famous themes; Clair and Robert Schuman, Frederic Chopin and George Sands, the love affairs of Beethoven.

Bach, Johann Sebastian. Mass in B Minor.
Beethoven, Ludwig van. Symphonies.
Debussy, Claude. Pelleas et Melisande; L'Enfant Prodigee.
Handel, George Frideric. Messiah.
Mendelssohn, Felix. A Midsummer Night's Dream.
Puccini. La Boheme.
Rimsky-Korsakov, Nicholas. Scherezade.
Schumuman, Robert. First Symphony; Fourth Symphony; Frauenliebe und-Leben; Dicterliebe.
Stravinsky, Igor. Firebird Suite.
Tchaikovsky, Peter Ilyich. Romeo & Juliet; Swan Lake; Sleeping Beauty.
Wagner, Richard. Tristan und Isolde.
Verdi, Giusseppi. Aida; Othello.

Art:

Bellini. Madonna with the Pear.
Bernini. Apollo and Daphne.
Blake. The Whirlwind of Lovers.
Brancusi. The Kiss.
Canabel. Birth of Venus.
Chagall. Bouquet with Flying Lovers; In the Night.
Corot. Mother and Child on the Beach.
David. Madmae Seriziat; Mars Vanquished by Minerva.
Delacroix. The Good Samaritan.
Gerard. Psyche Receiving the First Kiss from Cupid.
Gerome. Pygmalion and Galatea.
Goya. Portrait of His Wife.
Guerin. Phaedra and Hippolytus.
Matisse. Madame Matisse.
Michelangelo. The Creation; David.
Moreau. The Apparition.
Renoir. Dance at Bougival.
Rodin. Imploration.
van Eyck. Anolfini and His Wife.
Velasquez. Venus and Cupid.
Whistler. Arrangement in Black and Gray.
Wyeth. Christina Olsen.